



<http://memory.loc.gov/ammem/collections/robinson/jrgmday.html>
<http://memory.loc.gov/pnp/cph/3c00000/3c03000/3c03700/3c03768r.jpg>

Please Do Now

Write 3 questions about this picture.

1.

2.

3.

Ticket Out the Door

"Can you revise your questions or compose additional questions to stimulate deeper thinking?"

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why, cause-effect Give non-examples/examples Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations of texts Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify/ make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the readers' interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social) may be interrelated Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, terms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish: relevant-irrelevant information; fact/opinion Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

“How to Bartle Puzballs”

Opening question: Define “reading.” What does it look like and what occurs in your head? Are there different kinds of reading?

Directions: Read the paragraph below and answer the four questions that follow:

There are tork gooboos of puzballs, including laplies, mushos, and fushos. Even if you bartle the puzballs that tovo inny and onny of the pern, they do not grunto any lipples. In order to geemee a puzball gruntos lipples, you should bartle the fusho who has rarckled the parshtootoos after her humply fluflu.

1. How many gooboos of puzballs are there?
2. What are laplies, mushos, and fushos?
3. Even if you bartle the puzballs that tovo inny and onny of the pern, they will not what?
4. How can you geemee a puzball that gruntos lipples?

Next, reflect on what you just read by answering the following questions:

1. Did you get the answers to these questions correct?
2. What did you learn by reading this paragraph? Did you take away any enduring understanding?
3. How is it possible to get the answers right, but not to take away any understanding of what you read?
4. Revisit your original definition of “reading.” How was the “reading” that you did for this activity similar or different from your definition? Has the activity changed your definition or perception of “reading.”

World War I: A bloody birth to modernism in art

By Associated Press, adapted by Newsela staff

Aug. 20, 2014 1:00 AM



In this July 16, 2014, file photo, children view John Singer Sargent's "Gassed" at the Imperial War Museum in London. Sargent, an American painter, spent time at the front during World War I. He responded with his epic testament to the horrors of war in 1919 with the 20-foot-long painting.

NEW YORK—In the summer of 1914, American author Henry James knew that something had been lost forever.

World War I was just two weeks old at the time. James was living in London. He wrote to a friend that he was "sick beyond cure" to have lived to see the war. He described it as "black and hideous".

"You and I ... should have been spared this wreck of our belief that through the long years we had seen civilization grow and the worst become impossible," he wrote. "It seems to me to undo everything, everything that was ours, in the most horrible retroactive way."

James died in 1916, two years before the war ended. The wreckage of World War I was worse than even James could have imagined. Millions were dead, empires were dissolved and centuries-old beliefs were turned upside down.

A Terribly Destructive War

Long conflicts destroy the worlds they began in. Few did so as thoroughly and as terribly as World War I, which began 100 years ago this month.

Among writers, World War I changed both the stories they told and how they told them. Artists in general produced great paintings, music and film. The war also led to many of the central achievements of an artistic movement, called modernism, that raised questions still being asked today.

“If you look at the 19th century, you have this whole notion of progress through technology,” says Jan Schall, an art historian at the Nelson-Atkins Museum of Art in Kansas City, Missouri.

“What the war did was turn this ideal upside down. You had mass death through mass technological warfare,” he said.

World War I was unique for the art it inspired. It was also unique for the art’s disappointment with war itself. Winners and losers both despaired.

Killing The Dream

Adam Kirsch, an essayist, says poetry had a history dating back to ancient Greece of treating war as a tragic, but essential proving ground. World War I broke the spell.

Kirsch wrote that wars today are justified on the grounds of self-defense or human rights, “never on the grounds that war itself is a splendid achievement or the true calling of men.”

Poets and writers on both sides of the Atlantic at first cheered on the battle. Carl Sandburg’s “Four Brothers” hailed the “Ballplayers, lumberjacks, ironworkers, ready in khaki / A million, ten million, singing, ‘I am ready.’” The war destroyed the dream.

American painter John Singer Sargent spent time at the front. His 20-foot-long painting “Gassed” shows blinded soldiers forming a procession. A gas attack had burned their eyes.

T.S. Eliot’s “The Hollow Men” sketches a ravaged, barren landscape:

In this valley of dying stars

In this hollow valley

This broken jaw of our lost kingdoms

In this last of meeting places

We grope together

And avoid speech

Gathered on this beach of the tumid river

Soldiers returned injured, traumatized and bewildered. Writer Gertrude Stein called these soldiers a “lost generation.” Erich Maria Remarque wrote a famous anti-war novel called “All Quiet On the Western Front” about a German soldier who rejects patriotism and loses his humanity. He is killed on a day when all was quiet in the trenches.

No One Wants To Hear

Ernest Hemingway’s short story “Soldier’s Home” tells of a veteran named Krebs who finds that no one in his community wants to hear what really happened over there.

“Krebs found that to be listened to at all he had to lie and after he had done this twice he, too, had a reaction against the war and against talking about it,” Hemingway wrote. “A distaste for everything that had happened to him in the war set in because of the lies he had told.”

The war was a severing of history. It justified the skepticism of modernists who questioned whether a book needed a beginning, middle and end or whether a song needed a melody.

“War proved that everything was temporary, fleeting, and the art world reflected it,” says Doran Cart, senior curator of the National World War I Museum in Kansas City. “And it helped inspire works of modernism because the war itself was so modern and changed how people saw their communities and saw each other.”

Ironically, one of the war’s most enduring images was a call to service, not a protest. In 1917, artist James Montgomery Flagg was asked by the U.S. government to create a poster that would encourage young people to join the military. He sketched a furrowed, red-cheeked man with a starred top hat and white goatee, the face based in part on Flagg himself.

He added a simple tagline: “I Want YOU For U.S. Army,” shortened in popular memory to “UNCLE SAM WANTS YOU.”

Name: _____

Date _____

Ten Percent Summary Sheet

After you have read and highlighted the article, this focus sheet may help you get started.

STEP 1: In your own words, briefly list the two (2) to four (4) central ideas in the order they appear in the article. Then write a complete sentence describing each central idea. Remember, central ideas should not include your personal opinions about the article or the topic.

Central Idea One: _____

Sentence: _____

Central Idea Two: _____

Sentence: _____

Central Idea Three: _____

Sentence: _____

Central Idea Four: _____

Sentence: _____

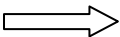
STEP 2: Create a topic sentence with S "T" A r t


In _____

Source: magazine, newspaper (If your paper is handwritten, underline the source. If typed, *italicize*.)

article _____

Title of the article in quotes; capitalize all "big" words, over five letters long, and all nouns and verbs

_____ 
Author: In general, you can use just the last name of the author(s). If there is more than one, list all authors. If no author is named, write "the author(s)".

_____ 
right verb, for example: argue(s), explain(s), propose(s), discuss(es), any verb describing the purpose of the reading. Avoid: says, tells, or writes.

topic: In a few words, describe what the article is about. If possible, do not include exact words from the title in the description of the topic.

Academic Vocabulary

A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions. The words fall into several categories, which are not identified on this sheet: nouns (e.g., What you read or create); verbs (e.g., What the assignment asks you to do); adjectives (e.g., specific details about what you must do); and adverbs, which provide very important information about how to do the assignment.

1. abbreviate	43. chart	85. correspond	127. essential
2. abstract	44. chronology	86. credible	128. establish
3. according	45. citation	87. credit	129. estimate
4. acronym	46. cite	88. criteria	130. evaluate
5. address	47. claim	89. critique	131. event
6. affect	48. clarify	90. crucial	132. evidence
7. alter	49. class	91. cumulative	133. exaggerate
8. always	50. clue	92. debate	134. examine
9. analogy	51. code	93. deduce	135. example
10. analysis	52. coherent	94. defend	136. excerpt
11. analyze	53. common	95. define	137. exclude
12. annotate	54. compare	96. demand	138. exercise
13. anticipate	55. compile	97. demonstrate	139. exhibit
14. application	56. complement	98. depict	140. explain
15. apply	57. complete	99. derive	141. explore
16. approach	58. compose	100. describe	142. expository
17. appropriate	59. composition	101. detail	143. extract
18. approximate	60. conceive	102. detect	144. fact
19. argue	61. concise	103. determine	145. factor
20. argument	62. conclude	104. develop	146. feature
21. arrange	63. conclusion	105. devise	147. figurative
22. articulate	64. concrete	106. diction	148. figure
23. aspects	65. conditions	107. differentiate	149. focus
24. assemble	66. conduct	108. dimension	150. footer
25. assert	67. confirm	109. diminish	151. foreshadow
26. assess	68. consequence	110. direct	152. form
27. associate	69. consider	111. discipline	153. format
28. assume	70. consist	112. discover	154. former
29. assumption	71. consistent	113. discriminate	155. formulate
30. audience	72. consistently	114. discuss	156. fragment
31. authentic	73. constant	115. distinguish	157. frame
32. background	74. constitutes	116. domain	158. frequently
33. body	75. consult	117. draft	159. general
34. brainstorm	76. contend	118. draw	160. genre
35. brief	77. context	119. edit	161. graph
36. calculate	78. continuum	120. effect	162. graphic
37. caption	79. contradict	121. elements	163. header
38. category	80. control	122. emphasize	164. heading
39. cause	81. convert	123. employ	165. highlight
40. character	82. convey	124. equal	166. hypothesize
41. characteristic	83. copy	125. equivalent	167. identify
42. characterize	84. correlate	126. essay	168. illustrate

169.	imitate	219.	notice	269.	quotation	319.	strategy
170.	imply	220.	objective	270.	quote	320.	structure
171.	inclined	221.	observe	271.	rank	321.	study
172.	include	222.	occur	272.	rare	322.	style
173.	incorporate	223.	opinion	273.	rarely	323.	subject
174.	indicate	224.	oppose	274.	reaction	324.	subjective
175.	indirect	225.	optional	275.	recall	325.	subsequent
176.	infer	226.	order	276.	reduce	326.	substitute
177.	influence	227.	organize	277.	refer	327.	succinct
178.	inform	228.	origins	278.	reflect	328.	suggest
179.	inquire	229.	outline	279.	regular	329.	sum
180.	instructions	230.	pace	280.	relate	330.	summarize
181.	integrate	231.	paraphrase	281.	relationship	331.	summary
182.	intent	232.	participation	282.	relevant	332.	support
183.	intention	233.	passage	283.	rephrase	333.	survey
184.	interact	234.	pattern	284.	report	334.	symbolize
185.	intermittent	235.	perform	285.	represent	335.	synonym
186.	interpret	236.	perspective	286.	representative	336.	synthesize
187.	introduce	237.	persuade	287.	request	337.	table
188.	introduction	238.	place	288.	require	338.	technique
189.	invariably	239.	plagiarism	289.	requisite	339.	term
190.	investigate	240.	plan	290.	respond	340.	test
191.	involve	241.	plausible	291.	responsible	341.	theme
192.	irony	242.	plot	292.	restate	342.	thesis
193.	irrelevant	243.	point	293.	results	343.	timeline
194.	isolate	244.	point of view	294.	reveal	344.	tone
195.	italics	245.	portray	295.	review	345.	topic
196.	judge	246.	possible	296.	revise	346.	trace
197.	key	247.	preclude	297.	root	347.	trait
198.	label	248.	predict	298.	rule	348.	transition
199.	likely	249.	prefix	299.	scan	349.	translate
200.	list	250.	prepare	300.	score	350.	typically
201.	literal	251.	presume	301.	sequence	351.	unique
202.	locate	252.	preview	302.	series	352.	utilize
203.	logical	253.	previous	303.	set	353.	valid
204.	main	254.	primary	304.	setting	354.	variation
205.	margin	255.	prior	305.	show	355.	vary
206.	mean	256.	probably	306.	signal	356.	verify
207.	measure	257.	procedure	307.	significance	357.	viewpoint
208.	metaphor	258.	process	308.	simile	358.	voice
209.	method	259.	produce	309.	skim		
210.	model	260.	profile	310.	solve		
211.	modify	261.	project	311.	source		
212.	monitor	262.	prompt	312.	spatial		
213.	motivation	263.	proofread	313.	specific		
214.	narrative	264.	property	314.	speculate		
215.	narrator	265.	propose	315.	stance		
216.	never	266.	prose	316.	standard		
217.	notation	267.	prove	317.	state		
218.	note	268.	purpose	318.	statement		

Side One

Word: _____

Illustration:

Name _____

Side One

Word: _____

Illustration:

Name _____

Side One

Word: _____

Illustration:

Name _____

Side One

Word: _____

Illustration:

Name _____



Side One

Word: _____

Illustration:

Name _____

Side One

Word: _____

Illustration:

Name _____

Side One

Word: _____

Illustration:

Name _____

Side One

Word: _____

Illustration:

Name _____



Side Two

Definition:

Sentence:

Side Two

Definition:

Sentence:

Side Two

Definition:

Sentence:

Side Two

Definition:

Sentence:

Side Two

Definition:

Sentence:

Side Two

Definition:

Sentence:

Side Two

Definition:

Sentence:

Side Two

Definition:

Sentence:

